Hale Kula

Elementary School  Grades K-5

School Status and Improvement Report

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department’s educational accountability system to provide regular, understandable accounts of our schools’ performance and progress, as required by §302A-1004, Hawai‘i Revised Statutes.

The report includes a description of the school and information on the context, process, and outcomes at the school for the 2000-2001 school year, including a summary of the school’s Standards Implementation Design (SID) process.

School Description

Hale Kula School is located on the Schofield Barracks Army Installation. Hale Kula Elementary School services students from Special Education Pre-School to the Fifth grade. Ninety-nine percent of its students are military dependents. Because of our students’ mobility, the school works closely with parents and community to offer a stable, nurturing environment suited to students’ academic, emotional, social, aesthetic, and physical development. The school has an established SCBM council, and there is an active PTA. There are also close ties with a military unit sponsor and with the Schofield Barracks Community Command. Hale Kula Elementary School is operating under School/Community-Based Management. Hale Kula is on a modified single track calendar.
Context: School Setting

Student Profile

<table>
<thead>
<tr>
<th>School year ending</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>665</td>
<td>625</td>
<td>640</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>422</td>
<td>380</td>
<td>536</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>319</td>
<td>281</td>
<td>286</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>82</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>8</td>
<td>21</td>
<td>19</td>
</tr>
</tbody>
</table>

Community Profile

Leilehua Complex

<table>
<thead>
<tr>
<th></th>
<th>School Community</th>
<th>State of Hawai‘i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>41,608</td>
<td>1,211,537</td>
</tr>
<tr>
<td>Percentage of population aged 5-19</td>
<td>22.7%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Median age of population</td>
<td>29.6</td>
<td>36.2</td>
</tr>
<tr>
<td>Number of families</td>
<td>9,537</td>
<td>287,068</td>
</tr>
<tr>
<td>Percent of families with children under 18</td>
<td>59.8%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Percentage of families with children headed by a single mother</td>
<td>14.0%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Average family size</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Median household income</td>
<td>$39,653</td>
<td>$49,820</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>7.2%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Percent of families with children living in poverty</td>
<td>12.9%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

Community Educational Attainment Level

- College Graduate: State of Hawai‘i 16.0% | School Community 26.2%
- Some College: State of Hawai‘i 29.9% | School Community 35.9%
- High School: State of Hawai‘i 30.5% | School Community 28.5%
- Less than High School Graduate: State of Hawai‘i 17.6% | School Community 15.4%
(SID Task 2) Vision, mission (purpose), and beliefs:
Hale Kula Elementary School is a place where students, teachers, staff, families, administration, the military and civilian communities work together to become life long learners and contributing members of society.
Our mission is...
- To provide the environment and opportunity for every student to develop skills and knowledge to achieve personal and academic growth.
- To provide teachers, staff, and families with effective tools and strategies so that all members will consistently expect students to meet the Hawaii Content and Performance Standards.
- To promote education as a collaborative effort of families, students, school staff, administration and community.
We believe...
- All students can learn.
- All members of the community share responsibility in educating students to become active participants in the teaching/learning process.
- In being aware and supportive of the unique needs of our military and civilian families.
- In addressing educational needs of students by using a variety of teaching strategies to accommodate learning styles.
- In all students becoming responsible, self-confident, independent, and respectful life long learners.
- In a safe, harmonious, healthy and drug free environment is necessary for learning and personal growth.
- In promoting a respect for cultural diversity.

(SID Task 3) School wide learner outcomes and other major goals for the year:
After discussion and reflection, teachers, administration and support staff will focus on all four General Learner Outcomes; however, an emphasis will be placed on GLO #2, the understanding that it is essential for human beings to work together.

(SID Task 4) Analysis of Instruction and Organizational Effectiveness:
Hale Kula continues in the 3rd year of the SFA reading program. SFA trainers throughout the year support teachers. These trainers provide valuable feedback in the implementation of SFA; thus, affecting student learning. Student’s assessments every 8 weeks is an effective instructional means of supporting student learning. Teachers are provided with their class rosters reflecting the individual student’s reading level, which is used as a reference in other curriculum areas.
A major area of strength is the establishment of a school wide discipline plan, which incorporates the SFA Getting Along together Program and Family Support component of SFA. Emphasis is on early intervention strategies. There is a need to be consistent in the discipline referral procedures as well as the consistent consequences of discipline.

(SID Task 5) SID Action Plan:
The action plan focuses primarily on the need for staff development in order to proceed to the refinement level of the SFA program, support the SFA Writing Process through assessment and the analysis of the existing math program in relation to the HCPSII with the possibility of adopting a new program. The school will sustain current initiatives in the understanding of the standards and the assessments of student work. In the assessment of the students’ work, our direction is to provide teachers with the tools and staff development on how to use the various assessments to enhance their teaching to
**Certified Staff**

**School year ending 2002**

**Teaching Staff**

- Total Full-Time Equivalent (FTE) 43.0
- Regular Instruction, FTE 30.0
- Special Education, FTE 9.0
- Supplemental Instruction, FTE 4.0
- Teacher headcount 43
- Teachers with 5 or more years at this school 33
- Teachers’ average years of experience 14.6
- Teachers with advanced degrees 15

**Students per Teaching Staff Member**

- Regular Instruction 17.1
- Special Education 6.3

**Administrative and Student Services Staff**

- Administration*, FTE 2.0
- Librarians, FTE 1.0
- Counselors, FTE 2.0
- Number of principals at this school in the last five years 1

*Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

**Facilities**

**School year ending 2002**

- Classrooms available 54
- Number of classrooms short (-) or over (+) 9

**School facilities inspection results**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score (1 = Unacceptable; 2 = Satisfactory; 3 = Very Good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Building exterior</td>
<td>2 2</td>
</tr>
<tr>
<td>Building interior</td>
<td>1 2</td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td>2 2</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>2 2</td>
</tr>
<tr>
<td>Sanitation</td>
<td>2 3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

For each category:
- 1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For **Total:**

- 6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

**Adequacy of School’s Space Compared with State Standards**

<table>
<thead>
<tr>
<th>Facility</th>
<th>Score (0.0% = Unacceptable; 100.0% = Satisfactory; 200.0% = Very Good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>64%</td>
</tr>
<tr>
<td>Library</td>
<td>51%</td>
</tr>
<tr>
<td>Cafeteria/Auditorium</td>
<td>107%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>168%</td>
</tr>
</tbody>
</table>

School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.
School Quality Survey

Outcomes: Vital Signs

Dimension Group

A. Standards-Based Learning
   Teachers
   Parents
   Students

B. Quality Student Support
   Teachers
   Parents
   Students

C. Professionalism and Capacity of the System
   Teachers
   Parents
   Students

D. Coordinated Team Work
   Teachers
   Parents
   Students

E. Responsiveness of the System
   Teachers
   Parents
   Students

F. Focused and Sustained Action
   Teachers
   Parents
   Students

Involvement

Satisfaction

Student Safety and Well Being

Note: There are no student items for this dimension.
Student Conduct

Attendance and Absences

<table>
<thead>
<tr>
<th>School Year</th>
<th>1999-2000</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Standard</td>
<td>95.9%</td>
<td>95.9%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Average Daily Attendance: %</td>
<td>(higher is better)</td>
<td>95.0%</td>
<td></td>
</tr>
<tr>
<td>Average Daily Absences: in days</td>
<td>(lower is better)</td>
<td>7.6</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Examples of class of suspension:
- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

Suspensions, School Year 2001-02

- Non-suspended: 639
- Suspended: 1
  - Class A: 0
  - Class B: 0
  - Class C: 0
  - Class D: 1

This student was responsible for this suspension.
HCPS-II Performance

Grade Tested: 3

The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.

HCPS-II Writing Assessment

Stanford Achievement Test (9th Ed.)

There were no HCPS-II assessments in 2000 or 2001. These assessments were administered for the first time in 2001-02.